

UTAH K–3

Literacy Framework

**FOR SUCCESSFUL
INSTRUCTION AND
INTERVENTION**



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SUCCESSFUL INSTRUCTION AND INTERVENTION K–3

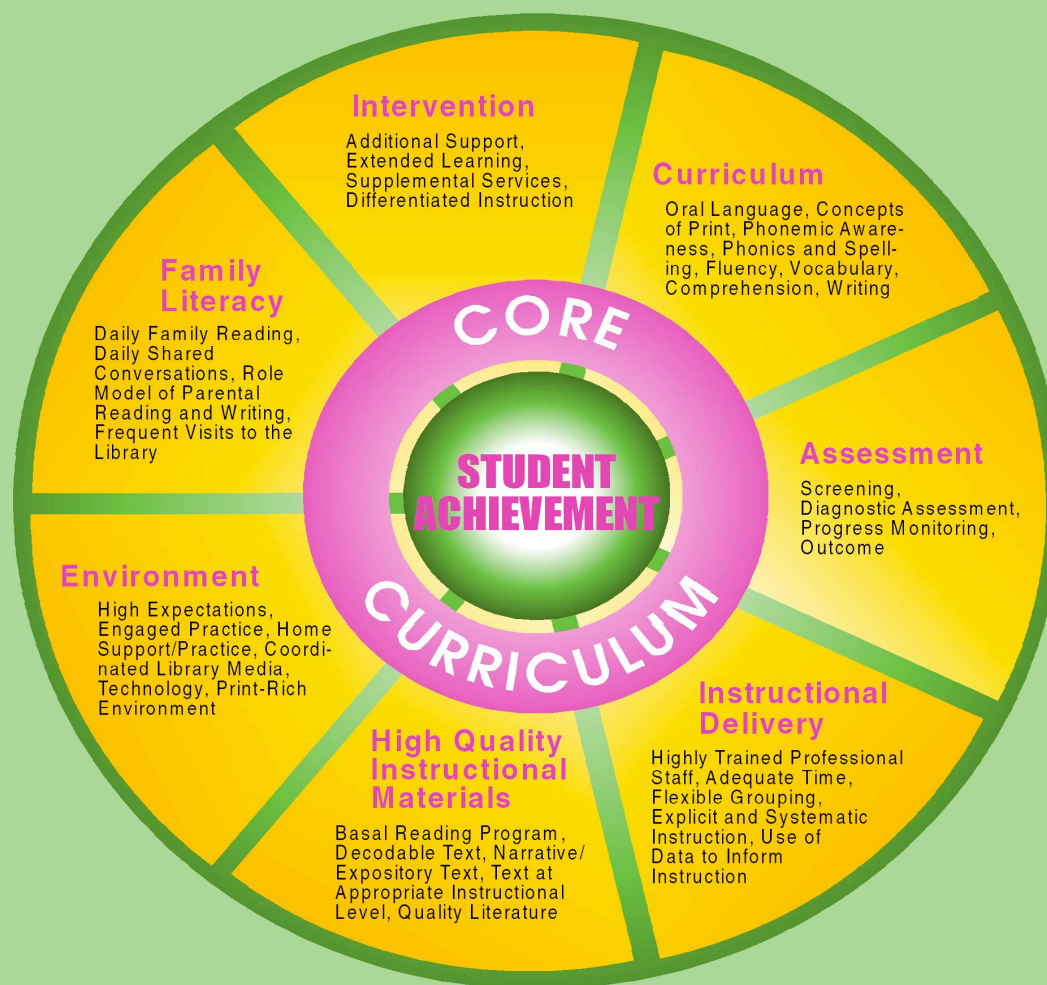
The Utah State Office of Education has drafted a State framework for instruction and intervention to ensure all students progress at an appropriate and successful rate, mitigating the cycle of reading failure. The key elements of the framework are:

- **Professional development**
- **Utilization of highly qualified specialists**
- **Parent involvement**
- **Implementation and monitoring of the Utah Core Curriculum**
- **Targeted student practice and intervention**
- **Assessment**
- **Validation of successful practices**

The Utah framework also stresses the use of flexible student grouping while optimizing learning for all students. It emphasizes the use of appropriate research-based strategies, materials, and assessments. The framework further supports the allocation of sufficient amounts of time for instruction while utilizing allocated time effectively.

We know many Utah students will progress within a normal achievement trajectory; however, we cannot assume all students will reach proficiency by the end of the third grade without additional focused intervention. For some students, learning to read is a difficult and challenging process. Well-documented research tells us literacy success does not just happen. If all students are to be successful readers, early and appropriate intervention with research-based practices is critical.

UTAH LITERACY MODEL



USOE Framework for Instructional Delivery and Intervention

Parents	School Systems	Beginning of the Year	Instruction and Monitoring	End of the Year
<p>Parents partner with schools in supporting the literacy development of their children. Parents provide their children with many opportunities to speak, listen, read, and write. Parents utilize various resources, such as brochures, videos, tutor training, libraries, and online programs.</p>	<p>School systems provide students with appropriate instruction and a positive learning environment. School systems provide teachers with high-quality professional development and effective materials. Schools regularly inform parents of student performance.</p>	<p>Teachers use screening assessments to identify at-risk students and to look for lines of evidence of proficiency with essential benchmarks.</p>	<p>All students receive explicit and systematic primary instruction in the Core Curriculum that is differentiated to meet their unique needs. Teachers use assessments to screen, diagnose specific needs, and monitor student progress. Students at-risk receive supplemental instruction, intervention, and frequent monitoring, as needed.</p>	<p>Teachers and school systems measure the outcome of reading and writing instruction at the end of the year. Multiple lines of evidence, including formal and informal assessments, can be considered in an outcome review. Language Arts CRTs are administered in grades 1–3. Third grade students' state assessment scores contribute to school U-PASS and AYP reports.</p>

LOOKING WITHIN THE FRAMEWORK

Teaching children to read is a complex process learned through professional development, expert coaching, and experience. Districts and schools should recruit highly qualified principals and teachers committed to extending their knowledge and expertise through ongoing, quality professional development. Teachers should be encouraged to pursue additional literacy training through such programs as the Utah Reading Endorsement, while Reading Specialists/Literacy Coaches should secure the Advanced Reading Endorsement.

Sustained and strategic professional development in teaching reading and writing should be paramount and matched to the learners' needs. Disaggregated student achievement data can provide essential information for designing district and school professional development. Schools and districts should maintain a focus on high-quality instruction by organizing and allocating resources to provide quality professional development aligned with data-driven needs. A complete professional development program needs to include an assessment of teacher implementation and an evaluation of the effectiveness of the professional development activities.

- **ALL STUDENTS** refers to all students within the school setting, including English Language Learners, students with disabilities, and accelerated learners.

- **AT-RISK READERS** refers to students not proficient on essential benchmarks. These students should receive additional practice, supplemental instruction, intervention, and frequent monitoring as identified in **Tiers 2 and 3**. Services for at-risk readers should be delivered by highly qualified professionals.

- **ASSESSMENT** should inform instruction to improve student progress. Screening/benchmark, diagnostic, progress monitoring, and outcome assessment measures should be utilized in conjunction with informal assessments. Diagnostic and progress monitoring should target students scoring below the level of proficiency. Students with the greatest needs should be monitored frequently and receive services from the most highly qualified reading personnel.

Diagnostic and progress monitoring in kindergarten through third grade should address key areas of phonemic awareness, phonics, fluency, vocabulary and comprehension. **ALL** students should be involved in periodic screening/benchmark measures throughout the year.

- **Screening/Benchmark Assessments**—Assessments that are administered to **all** students to determine which students are at risk for reading difficulty and who will need additional intervention. Screening is only valuable when followed with additional instructional interventions to improve student grade-level proficiency. Typically, assessments are administered three times a year.
- **Diagnostic Assessments**—Assessments that help teachers plan instruction by providing in-depth information about students' skills and instructional needs. Diagnostic assessments provide specific information needed for appropriate instructional interventions.
- **Progress Monitoring**—Assessments that determine whether students are making adequate progress or need more intervention to achieve grade-level outcomes. Progress monitoring may be administered as often as weekly depending on student performance and the intensity of the intervention.
- **Outcome**—Assessments that provide a bottom-line evaluation of the effectiveness of the program and a final student literacy growth or gain in proficiency.

Note: Some assessment measures can be used for multiple purposes (e.g., the **Letter Sound Fluency** test could be administered for screening, diagnostic, and progress-monitoring purposes in determining knowledge of letter sounds).

Local districts and schools are expected to identify appropriate assessment tools to screen, diagnose, and monitor student progress. Districts should provide ongoing professional development regarding the administration, monitoring, and application of data to guide instructional practices. The Utah Language Arts CRTs will be administered yearly to measure learning outcomes and growth over time.

- THE UTAH LANGUAGE ARTS CORE CURRICULUM**, which is defined and anchored in research, should be understood and used consistently as the instructional guide by all teachers. The Utah Language Arts Core clearly defines what all students should know and be able to do at the various grade levels within the critical areas of the literacy process. Only research-based practices and materials/programs that align with the Utah Elementary Language Arts Core Curriculum should be used to support instruction.
- DIFFERENTIATED INSTRUCTION** should be implemented to support all students in achieving proficiency or beyond proficiency. Differentiated instruction should be provided to meet each individual student's current level of knowledge and skill. Flexible, homogeneous grouping should be utilized to meet the needs of individual learners.
- INSTRUCTIONAL PROGRAM INTEGRITY** demonstrates that instructional programs, strategies, and materials are implemented and consistently maintained as they have been designed and validated.
- LINES OF EVIDENCE DOCUMENTING PROFICIENCY** of benchmarks to measure instructional outcomes should consider student responses and artifacts, teacher observations, class work, and various assessment results. Teachers have many daily opportunities and tools to inform instruction and monitor progress beyond formal assessment.
- LITERACY INSTRUCTIONAL TIME** should be made a priority within every school. Blocks of uninterrupted instructional time for literacy should be maintained and appropriately utilized. An adequate block of time may be two to three hours. Additional literacy instructional time should be provided for students needing practice, supplemental instruction, and intervention.
- OUTCOME REVIEW** is a process in which student performance is evaluated utilizing a variety of informal and formal assessments.
- SBRR (Scientifically Based Reading Research)** is the accumulation of research constituting scientific, converging evidence on what is effective reading instruction.

•**SLP (Student Learning Plans) or IEP (Individual Education Plans)** provide an opportunity to assist teachers in providing targeted instruction for students who require additional support. A mechanism or procedure should be in place at the school level to address the needs of the individual struggling student. This procedure should include the principal, specialists, teacher, and parents as appropriate. The team reviews the instructional program for the struggling reader, focusing on preventing individual student failure.

•**SUPPLEMENTAL INSTRUCTION** and **INTERVENTION** may be required for students who fail to achieve proficiency. Some students may need only additional practice provided through tutoring. However, other students may require specific support provided through supplemental instruction, while some students will need intense intervention services. Supplemental instruction and intervention should be **in addition to** classroom instruction. Students with the greatest need should receive instruction from the most highly qualified teachers.

•**TIERED INSTRUCTION** is a model for providing research-based primary instruction supported by targeted intervention and practice to mitigate reading failure.

TIERED INSTRUCTION AND INTERVENTION

TIER 3 INTENSIVE INSTRUCTION

Instruction is delivered by a special educator or reading specialist/literacy coach. In some cases, a minimum of 30 to 60 minutes daily instruction is required in addition to Tier 1 instruction.

Two to five percent of students require intensive interventions based on diagnostic assessment and extensive progress monitoring.

Increasing severity of need and level of required resources.

TIER 2 SUPPLEMENTAL INSTRUCTION

Instruction is delivered by the classroom teacher and supported by a reading specialist/literacy coach. Other specialists, trained paraprofessionals, and trained tutors assist instruction and intervention as needed. A minimum of 30 to 60 minutes daily instruction is required beyond Tier 1.

Some students need additional practice and supplemental instruction based on diagnostic assessment and extensive progress monitoring.

TIER 1 PRIMARY INSTRUCTION

Instruction is delivered by the classroom teacher.

All students participate in screening/benchmark, progress monitoring, and outcome assessments.

All students receive high quality core curriculum instruction taught by highly qualified teachers using research-based materials and instructional practices including differentiation.

All students benefit from parent support of literacy.

Note: Only programs and materials that are research-based should be used.

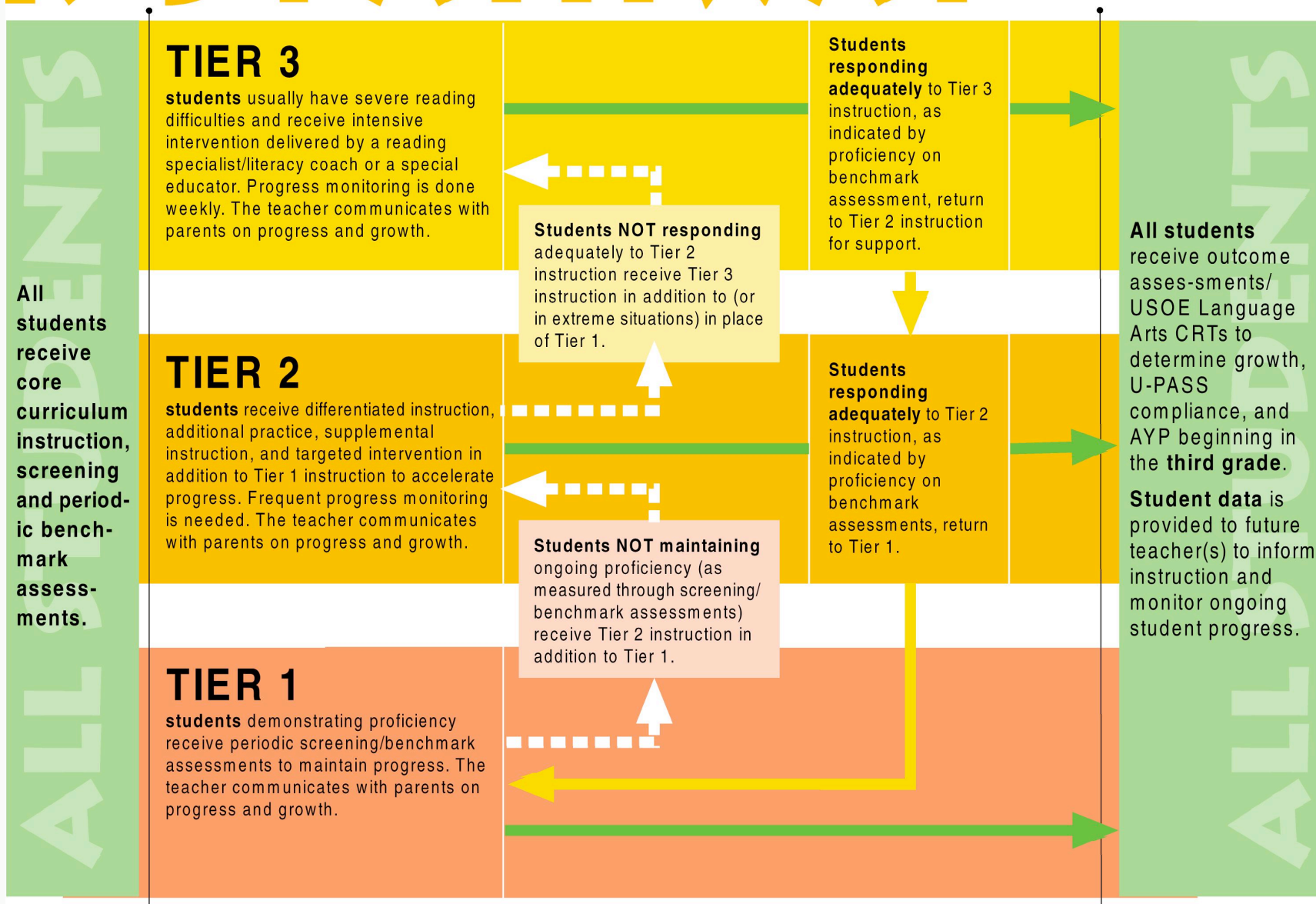
FEATURES OF TIERED INSTRUCTION

- **TIER 1** refers to **primary instruction** utilizing the Utah Elementary Language Arts Core Curriculum. Screening/benchmark assessments are administered to **all** students in Tier 1 initially and periodically throughout the year for the purpose of monitoring and maintaining the ongoing cycle of literacy success. Screening/ benchmark assessments help to inform and differentiate instruction, as well as maximize **all** students' learning. Tier 1 instruction is delivered by the classroom teacher for two to three hours daily. Most students demonstrate proficiency with Tier 1 instruction.
- **TIER 2** provides **supplemental instruction** addressing the specific needs of students who are not proficient readers. Approximately twenty percent of students may require this level of service. Tier 2 is aimed at preventing reading difficulties by providing additional practice, supplemental instruction, and appropriate intervention. Diagnostic and progress monitoring assessments are utilized to effectively design and provide focused interventions. Tier 2 instruction is delivered in flexible, small homogeneous groups. Intervention team meetings, resulting in a targeted intervention plan, are helpful with Tier 2 students. The intervention team meeting is appropriate when the teacher desires assistance in planning instruction for a particular Tier 2 student, or the Tier 2 student does not appear to be adequately responding to current instructional interventions. Tier 2 instruction is delivered by the classroom teacher supported by the reading specialist/literacy coach, special education teacher, ELL teacher, or other needed specialists. Instruction may be delivered in or outside the regular classroom. Tier 2 instruction should be provided for 30 to 60 minutes daily, in addition to Tier 1 instruction.
- **TIER 3** is designed to provide **intensive intervention** with the most at-risk readers (approximately 2 to 5 percent of students) who have not responded adequately to Tier 2 instruction. These students usually have severe reading difficulties. These students receive intervention usually delivered by a reading specialist/literacy coach or a special education teacher. Diagnostic and progress monitoring assessments are utilized extensively with this group of students to inform instruction and provide appropriate intervention. Depending on assessment data and accompanying evaluation, the student may receive Tier 3 instruction as a special education student with an accompanying Individualized Education Plan (IEP). Instruction may be delivered in or outside the regular classroom. *In most cases, Tier 3 instruction replaces Tier 2 instruction*; Tier 3 instruction should be provided for 30 to 60 minutes per day in addition to Tier 1 instruction.

Ongoing professional development must accompany all areas of Tiered Instruction to maximize literacy achievement for all students.

K-3 PATHWAY

for Classroom Instruction and Intervention



The Utah Reading Specialist/Literacy Coach

1. Holds or is working toward a Utah Level I and Level II Reading Endorsement, as well as pursuing advanced study in the field of literacy.
2. Demonstrates an understanding of the role of coaching in the area of literacy instruction.
3. Demonstrates knowledge of:
 - the reading/writing process on all levels.
 - reading research and how to apply best practices appropriately.
 - published reading programs and materials, as well as their strengths and weaknesses in relationship to the Utah Utah Language Arts Core Curriculum and SBRR (Scientifically Based Reading Research) practices.
 - formal and informal reading assessments and their strengths and weaknesses.
 - persons with national and local expertise in the field of literacy.
4. Demonstrates the ability to:
 - work effectively and coordinate services, programs, etc., with various staff members and specialists.
 - work directly with teachers, parents, and other professionals as a coach and mentor.
 - assist teachers with using assessment data to inform instruction.
 - implement effective practices that provide appropriate instruction and interventions to meet student needs.
 - effectively utilize resources as needed.
 - provide constructive feedback to classroom teachers on instruction.
 - facilitate group interactions and study groups.
 - utilize technology for administrative and instructional tasks related to literacy.
 - make appropriate short- and long-term goals.
5. Models effective strategies and SBRR (Scientifically Based Reading Research) practices in classrooms.
6. Determines the professional development needs of teachers based on observation and student assessment.